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ABSTRACT

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. All of the items were published October-December 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, adult education, special education, teacher training, teaching methods and aids, agricultural education, religious education, Arabization and bilingualism, and a special section on school dropouts. A list of periodical sources concludes the document. (ND)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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Note: Each entry is marked with a letter - A (Algeria), L (Libya), M (Morocco), T (Tunisia) - to indicate the country under consideration.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. "Driss Guiga: Rentrée scolaire 1974" (Driss Guiga: Return to school 1974). L'Action, October 1, 1974.

This article by the Minister of Education presents certain statistics of Tunisian education. Primary education students have increased from 867,000 last year to 900,000 for 1974. Innovations include the founding of training centers in France and in Libya for the children of emigrant workers. Tunisia has sent teachers to Algeria and Libya as part of the cooperation program.

There are 6,000 more secondary school students this year, and a palpable increase can be seen in those choosing scientific, technical and professional studies. "Tunisification" of the teaching staff is progressing and many scholarships have been granted.

The number of private schools has increased from 123 to 134.

Education in Tunisia is faced with two major problems: school drop-outs, and the training of teachers in science and technology.

T 2. Sraieb, Noureddine: "Colonisation et décolonisation et enseignement: l'exemple tunisien" (Colonization and decolonization and education: the Tunisian example). Tunis, Institut National des Sciences de l'Education, 1974. 335 pages.

The first part of this book, entitled "Education in Tunisia on the eve of independence" analyzes teaching structures, programs and the enrollment policy announced in 1969. The author has tried to bring out the merit of this system, and its limitations.

In the second part "Independence and Tunisian educational policy," the author gives an analysis of reforms made throughout the school system, both on the level of structure and program content and on the level of the school enrollment drive in view of the present and future needs of the country. After a summary of articles on this policy, the author makes a quantitative and qualitative summary.

The third part studies the question of whether the school enrollment drive up until 1968-1969 was a success or not.

T 3. "Réunion de la Commission mixte tuniso-française de coopération culturelle, scientifique et technique" (Meeting of the Tunisian-French Commission of Cultural, Scientific, and Technical Cooperation). La Presse, October 10, 1974, p. 1.

This meeting was held in a favorable atmosphere due to the especially friendly relationship between Tunisia and France. The task of the commission is to summarize accomplishments and outline future prospects according to Tunisia's possibilities, and closely following its policy of improving professional and technical training. There are three major areas of cooperation: pedagogy (particularly the training of teachers), technology (especially vocational training, which is a Tunisian priority) and science, which entails the exchange of scientists between the two countries.

A 4. "Rentrée scolaire et universitaire 1974-75" (Return to schools and universities, 1974-75). Revue de Presse, vol. 19, no. 180, October 1974.

On the eve of the 1974-75 school year Abdelkrim Ben Rahmoud, Minister of Education, made a speech on the situation in education.

The number of students in school this year is equal to one-fifth of the Algerian population. The continual and rapid increase in students has necessitated a concomitant increase in school buildings and equipment.

On the average, the school enrollment drive is progressing satisfactorily but there are several problems on the secondary school level.

The Minister spoke of the present reform of elementary education into a fundamental polytechnic nine-year school program. Other reforms concern not only material needs but the training of teachers and administrators. In this area the needs of secondary schools and technical centers have not been met.

Arabization is progressing well, and certain Arab countries are helping in the revival of the Arabic language and of Arab-Islamic culture.

A 5. "Le Savoir pour tous" (Knowledge for all). El Djeich, no. 138, November 1974, pp. 64-67.

Since the time of independence, education has undergone changes which have assisted the social and economic emancipation of the people. Essential reforms have been made; others are yet to be realized. The number of secondary school diplomas granted should go from 10,000 (in 1974) to 35,000 (in 1980), and by then the total number of university students should reach 100,000. These goals are based on a democratized educational system evident in the present compulsory general primary and secondary education, and the open admission to university.

A 6. "L'Algérie en mutation: Enseignement: la priorité des priorités" (Algeria in the throes of change. Education: the priority of priorities). Le Monde, November 3, 4, 1974, p. 27.

This article speaks of the educational situation in Algeria. Thirty percent of the operating budget is devoted to education and training. The number of students has multiplied in the last decade: three times as many in primary schools, 6.5 times as many in secondary schools and 10 times as many at the universities. The results in terms of quality are not so positive. There are regional disparities and a certain inequality according to sex. In general the school system is not productive. School failures at the secondary level are considerable for many reasons. The university is also in trouble.

Since 1970 the Algerian school system has turned its back on the French school system. In 1971 the university was reformed to be better adapted to the needs of the country. Every occasion to introduce practical training into ordinary coursework was seized. By 1985 the school system will be entirely changed to a nine-year fundamental polytechnic school made up of three, 3-year cycles: a basic cycle (learning of basic languages, reading, writing and arithmetic), a cycle for learning national awareness, and a terminal cycle.

A 7. "Alphabétisation: l'Algérie pays pilote" (Literacy: Algeria a pilot country). El Moudjahid, no. 136, October 11, 1974, p. 1.

Algeria is one of the countries which has most seriously attacked the problem of illiteracy. The fight against illiteracy is one of awakening consciousness for the Third World man. The campaign, started at first in mosques and then in rural schools, is growing steadily.

At the time of independence the illiteracy rate was 70%. At first the country attempted selective literacy instruction, but this caused serious human, social, and administrative problems, and necessitated heavy funding. The National Literacy Center was then created to undertake this task on a nationwide level. Courses are organized at different levels. The last plan included a widespread extracurricular program with the aid of television. The efforts of the CNA are commendable.

A 8. "L'enseignement dans la wilaya du Titteri; 450 classes édifiées chaque année" (Education in the Wilaya of Titteri; 450 classes started every year). El Moudjahid, October 13-14, 1974, p. 7.

In the special development program for Wilayas an important part is reserved for education. This has allowed the creation of a solid school infrastructure: each year 450 classrooms, 450 teachers' houses, and [illegible] training centers are created. The existing personnel has been increased and many inspectors have been added. Teacher training is improving. Dormitories have been created for the children of nomads.

The general rate of school enrollment is around 57%. The rate of failure has lessened slightly under the positive influence of Arabization. These results are all due to careful planning despite the difficulties caused by a mobile population.

T 9. Ben Hammed, Hamadi: "Plus d'un million de jeunes tunisiens à l'école" (Over a million young Tunisians in school). Dialogue, no. 4, 1974, pp. 10-19.

This article on the beginning of the school year outlines its problems, anxieties, solutions and aspirations. The question of planning democratization is brought up, as well as school programs, the means to avoid unemployment for graduates, innovations in this year's situation, predictions of the IVth Plan for education, the students' desires to reform school programs, the ideas of parents, foreign cultural assistance to Tunisia, the teachers' opinions and, finally, the opinion of Driss Guiga, Minister of National Education, on this year's examinations.

T 10. Balegh, Hedi: "Le Dossier de l'enseignement sur le petit écran" (The dossier on educational television). La Presse, October 3, 1974, p. 3.

On September 30, 1974, Driss Guiga held a press conference and was interviewed on television with members of his office. The interview concerned primary and secondary education and the problem of school failure. Quality is the keyword this year and the quality of primary education will rise due to an improvement in teachers. Other topics discussed included the orientation of students towards science and technology, the "Tunisification" of trained staff, Arabization, and the U.G.E.T. According to the Minister, Arabization is not a problem, as Arabic has long been the official language of Tunisia. The problem of the UGET, however, was debated heatedly.

A 11. Bouzegrane, Nadjia: "Les étudiants: nous sommes prêts!" (The students: We're ready!) El Moudjahid, November 23, 1974, p. 3.

This article concerns the importance of a volunteer student force in enterprise. It is necessary, says the author, to open up a dialogue between students and workers. Students can explain the principles of socialist management to workers, educate them as to socialist goals, explain to them the role of various socialist organizations. The author calls for an end to the gap between students and workers.

M 12. Boukenka: "L'enseignement et le développement de l'esprit de synthèse" (Education and the development of the synthetic mind). L'Opinion, December 2, 1974, pp. 1 and 5.

Education, says the author, must develop and transmit knowledge; it must allow the student to develop culturally but must also teach him specific knowledge useful for a future profession. To achieve this it is necessary to inform and orient the students. The university must teach the student about his society. In addition, because of the needs of the nation, the student must be oriented towards research and technology. It is important not only to teach facts but also to train the mind to think.

Audiovisual means are very useful to provide diversified information. The development of further training courses might be particularly fruitful, addressing as they do a more mature and already work-experienced audience.

M 13. Idrissi Kaïtouni, Mohamed: "Enseignement et developpement économique" (Education and economic development). L'Opinion économique, November 6, 1974, p. 6.

In this article concerning education and the economy, the author points out that education is considered one of the fundamental bases of social evolution and economic development. The interdependence of education and economics is indisputable, whether in developing, socialist or capitalist countries. For many years education was considered a "consumer option," but history has changed that.

Studies have shown that investments made for education and training are lucrative in terms of national development. Education must reflect the needs of the economy: the government must increase its investment, orient education towards the needs of the market and combat illiteracy.

T 14. "Ouverture du 2e Congrès National de la Jeunesse Scolaire. M. Driss Guiga: la mission de l'Education consiste à aider les jeunes à comprendre leurs problèmes et à en chercher les solutions" (Opening of the 2nd National Congress of School Youth; Driss Guiga: the goal of education is to help youth understand their problems and find the solutions). La Presse, December 29, 1974, p. 4.

In this opening speech Driss Guiga spoke of the significance in the fact that such a congress should be held at all. Teachers, he said, should not only fill students' heads with scientific notions, but should teach them to increase their individual aptitudes. The school is worth its investment only if it is open to environmental factors. The heads of schools must concentrate on the learning experience. The Minister asked the organizers of school youth to urge more young people to join the group. The main activity of this group is to train education professionals.

T 15. "Discussion et adoption du budget du Ministre de l'Education Nationale. Mr. Driss Guiga: la Tunisie consacre 30,5% du budget de l'Etat aux dépenses d'éducation" (Discussion and adoption of the Ministry of National Education budget. Driss Guiga: Tunisia devoted 30.5% of the State Budget to educational expenses). La Presse, December 21, 1974, p. 4.

The opening budget of the ministry was fixed at 73,638,000 dinars, a 12% increase. The investment budget authorized was 23,736,000 dinars, of which 9,511,000 dinars will be invested this fiscal year.

The Minister of National Education made a speech concerning Tunisia's educational policies and answered questions. He spoke of the gradual reform of the school system, the revalorization of manual labor, technical and professional training. The decentralization of higher education and the development of the Arabic language.

Debates followed his speech and several deputies gave their opinions. The Minister of National Education replied to their questions.

At the end of the meeting the budget was ratified.

T 16. "Le problème des défaillants de l'enseignement nécessite la conjugaison des efforts de la communauté nationale" (The problem of school failures necessitates a combining of community efforts throughout the nation). La Presse, October 13, 1974, p. 5.

Concerning school drop-outs, the head of the Destourian Party called upon its leaders to contact parents and inform them of different means to assist their children to obtain lucrative employment. The Party or the Government by itself, he said, cannot resolve the problem.

A 17. "Session de l'APW. 'La qualité de l'enseignement dispensé' au centre des débats" (APW meeting. "The quality of teaching" is the main topic of debate). El Moudjahid, December 21, 1974, p. 6.

The social and cultural commission of the Algiers A.P.W. studied a report on the situation of the 1974-75 school year. Noted with satisfaction was a pay increase for teachers. The problem of school enrollment is practically solved for the Wilayas; attention must now be turned to improving the quality of teaching. Solutions are seen in providing a more solid basic training for teachers, in increasing didactic means and in decreasing the size of classes. School constructions must be increased and there should be more parent-teacher contact.

A 18. Sadok, A: "L'enseignement dans le II^{e} plan quadriennal" (Education in the Second Four-Year Plan). El Djeich, no. 139, December 1974, p. 21.

The Second Four-Year Plan (1974-1977) will enrich the educational structure in terms of its organization, dimension and content. The policy of democratization will be put into practical application, increasing the chances of many. At all levels a unified and coherent concept of the whole educational system will be apparent. The school program's content, methods and means needed for this reform will be put into effect during this period and will be carefully developed and experimented with. The university will also have to respond to the country's demands.

T 19. "M. Mohamed Sayeh préside la clôture du deuxième séminaire des éducateurs du gouvernorat de Tunis Sud" (Mohamed Sayeh presides over the closing of the second seminar of educators of the governorate of South Tunis). La Presse, December 24, 1974, p. 9.

This seminar discussed the role of the educator in society, and united several directors and instructors of the province's primary schools. Mohamed Sayeh, delegate to the Prime Minister, recalled the interest which the government and the Party accord education. He underlined the government's efforts in this domaine. The role of the educator, he said, is one requiring constant devotion. He urged educators to become closely involved with society, and reminded them of the part they must play outside of the school environment.

EDUCATIONAL ORGANIZATION

General

A 20. Sadok, A: "Rentrée scolaire 1974-75: 3.000.000 sur les bancs du savoir" (School year 1974-75: 3,000,000 on the benches of knowledge). El Djeich, no. 137, October 1974, pp. 11-13.

The number of students in the school year 1974-75 equals one fifth of the total Algerian population. The structure of the school system and teaching methods have undergone radical changes. The 1974-75 school year will be a year of transition for vocational and extra-curricular training. New structures include the new fundamental polytechnic nine-year school system and its complementary general and professional secondary school institution. All Algerian children of school age will attend this school. It will be a coeducational school of three cycles, 3 years per cycle, and will replace the current primary and middle levels.

Teacher training is a priority, as the success of this reform will depend on the quantity and quality of teaching staff, administrators and pedagogues.

A 21. "Constructions scolaire" (School constructions). El Moudjahid, November 5, 1974, p. 8.

Several new projects have just been finished in the community of Hamma-Bouziane: a CEM, new classrooms, housing for teachers, and a new school for rural children. At Rolée an elementary school for 600 is being built.

At Mathili a school for Islamic education will soon open. Its students must have the Arabic primary school certificate and be able to read and recite the Koran.

A 22. "Enseignement: Evolution constante dans la Wilaya de Constantine" (Education: Constant development in the Wilaya of Constantine). El Moudjahid, November 3, 4, 1974, p. 7.

The Wilaya of Constantine has certainly profited by the decentralization policy in education. To study the present situation, A. Benslama interviewed Mr. Ourrad, the director of education and culture. Besides mentioning the different measures taken in 1974-75, Mr. Ourrad indicated that the rate of school enrollment is 71% and spoke of school constructions, increase in elementary school teachers, difficulties of secondary school teaching and the teacher training means available.

A 23. Hamouni, Akli: "Enseigner à 'Ras Bouira': Les premiers pas d'une école" (Teaching at "Ras Bouira:" the first steps of a school). El Moudjahid, November 9, 1974, p. 4.

This interview with the schoolteacher at Ras Bouira gives an idea of the rudimentary schooling in an agricultural village. At Ras Bouira the school has two classes. The teacher has no training but attends pedagogy seminars. The school is open to all children, although their cultural level is low. The teacher feels that due to the recent 30% increase in teachers' salaries more qualified pedagogues will soon be attracted to the field.

A 24. Djeddi, Hadj Omar: "Taux de scolarization appréciable à Aïn M'lila" (Appreciable enrollment rate at Aïn M'lila). El Moudjahid, December 13, 1974, p. 1.

The fight against ignorance is a fundamental revolutionary principle which is at the base of the improvement of the human condition. At Aïn M'lila education has made extraordinary advances which each year reach more isolated areas. There is an increasing number of female students: 8,416. A problem exists in the lack of housing and transportation for teachers. In order to improve the quality of teaching, seminars have been organized for educators by the Inspector of Primary Education. Increasing the use of Arabic in schools is a primary goal and an integral part of the drive against illiteracy.

M 25. "L'Editorial de notre confrère 'Al Alam:' Une rentrée tardive" (Editorial of our colleague "Al Alam:" a late return to school). L'Opinion, October 16, 1974, p. 3.

This editorial concerns the early date of the return to school (September 16 rather than October 1) which displeased many teachers but pleased parents. Counting the number of vacation days the editors note that there are still more vacation days than school days. The extension of the school year seems therefore to be a good beginning, although the results of this trial period will be more conclusive than the actual decision. The editors note, for instance, that some classes still have not been assigned a teacher. Other classes have no equipment. There is a serious lack of school books. It is obvious therefore that the application of this decision is not yet completely smooth.

A 26. Djebar, M.: "Guelma: l'infrastructure scolaire à developper" (Guelma: school infrastructure to be developed). El Moudjahid, October 15, 1974, p. 7.

The 1974-75 school year at Guelma has gone remarkably smoothly. The increase in new students has caused no problem due to the foresight of local authorities. A great majority of teachers are Algerians. The secondary school is well supplied with qualified teachers and administrators. The contribution of the local school to the technical training for local labor has been demonstrated.

T "Activités du Ministre de l'Education Nationale" (Activities of the Minister of National Education). L'Action, December 28, 1974, p. 2.

On the occasion of the nomination of Rached Hamzaoui to the directorship of the Ecole Normale Supérieure, Driss Guiga recalled the particular and original role of this school.

On another occasion, during the official ceremonies for the new Director of the Bourguiba School of Languages, the Minister underlined the need to develop this school which provides an essential education.

Primary Education

H 28. "L'enseignement primaire, ou les facteurs de l'échec" (Primary education, or the factors of failure). L'Opinion, October 19, 1974, p. 4.

It is a basic truth, claims the author of this article, that mass education is the only means by which a nation may develop; for this to be accomplished, careful planning is needed. In Morocco the elementary school teacher is handicapped by several elements: the elementary school must harmonize with hereditary and social family factors, and thus programs must be carefully prepared and teaching methos clearly elaborated. One of the principal problems at the elementary level is the number of students and the lack of teachers. The school program also has defects, particularly in its attempt to teach French. Teaching methods are often inefficient and poorly adapted. Other problems include the hours of school, bilingualism, lack of materials etc. A reform is clearly needed.

A 29. "Constantine: le sport à l'école" (Constantine: sports in school). El Moudjahid, December 24, 1974, p. 15.

The absence of physical education in primary schools has been a cause of concern for school administrators, although due to the many problems and the need to insure adequate instruction, no measures have been taken as yet to include sports in the school program.

The sports program called "Four Hundred Schools" will be launched in January 1975. The program is discussed in this article, which outlines its aim, its long-term goals, its methods and the available equipment.

A 30. "Opération "400 écoles": une expérience enrichissante" (The "400 schools" project: an enriching experiment). El Moudjahid, November 23, 1974, p. 13.

A preliminary training and information session was held with educators to initiate them into the methods by which physical education will be integrated into primary schools under the "400 school" program. The participants studied the goals and principles of the program. They discussed the means by which the program will be launched in 1975.

In addition to discussions, participants were treated to a demonstration of new physical education methods carried out by five teachers trained in France. They were invited to examine the equipment to be used.

T 31. "Projet de généralisation de l'initiation aux travaux manuels (ITMI et ITMA) dans l'enseignement primaire" (Proposal for a general initiation to manual labor in primary education) Ministry of National Education. Republic of Tunisia. 2 volumes. November 1974. 200 pages.

This document is the reply of the Ministry of National Education to a September 1974 mission of BIRD/UNESCO specialists requesting priority projects in primary education for financing purposes. The document exposes the socio-economic aspects of education and the financing necessary for its development, an outline of the school and vocational training systems and prospects for their development, and includes a proposal for the improvement of pedagogy and management in Tunisia.

T 32. "République Tunisienne. Ministère de l'Education Nationale. Service des Statistiques de l'enseignement primaires. Premières informations sur l'enseignement primaire de l'année scolaire 1973/74" (Republic of Tunisia. Ministry of National Education. Department of Statistics for primary education. First information concerning primary education in the 1973/74 school year). 6 pages.

The statistics in this booklet concern existing primary school infrastructure and overall attendance, distribution of students according to sex and school level per province, percentage of school failures, and the distribution of teachers (according to sex and function) in each governorate, in private and public primary schools.

T 33. "Mr. Driss Guiga à Amdoun. Les enseignants des écoles primaires doivent contribuer à ouvrir de nouveaux horizons à la jeunesse" (Driss Guiga at Amdoun. Primary school teachers must contribute towards the opening of new horizons for youth). La Presse, October 31, 1974, p. 5.

In his speech the Minister of National Education spoke of accomplishments in the Amdoun region. He stressed that the experiment of including manual labor training at the primary level is to be generalized.

Concerning the supply of school materials, the Minister pointed out that there would be no price increase for Tunisian-made products, and that school materials would be distributed free of charge to students in poverty areas.

T 34. Lassoued, Taoufik: "Des cantines aux écoles primaires" (Canteens in primary schools). La Presse, December 14, 1974, p. 2.

The author of this article criticizes primary school canteens, saying that although their goal of strengthening children and assisting poor parents is laudable, they are badly distributed and poorly managed.

Secondary Education

T 35. "M. Tekaya au lycée de jeunes filles de Montfleury" (Mr. Tekaya at the girls' lycée of Montfleury). La Presse, November 16, 1974, p. 4.

Mr. Tekaya, assistant director of the Party, presided at a meeting of the General Assembly of the Bureau of School Youth at Montfleury's lycée. He stressed the importance of school youth. During the debates several suggestions were made, principally concerning social assistance for students.

Mr. Tekaya spoke of the need to establish a close parent-teacher contact.

A 36. "Enseignement: A quand l'ouverture du nouveau CEM de Béni Saf?" (Education: When will be the opening of the new CEM of Béni Saf?) El Moudjahid, December 31, 1974, p. 7.

Béni Saf, principal village in its region, has benefited from numerous grants for school buildings and secondary level establishments, due to its demographic importance and to the large percentage of children there. Unfortunately there has been a great delay in the actual construction of the buildings and they will not be ready for the opening date planned. For example, the CEM "Abdelmoumen Ben Ali" was not built, through the fault of the construction firms, and the building materials at the site are slowly deteriorating. This problem is one which plainly concerns the region's educators.

A 37. "L'An II du program spécial de Saïda. L'Enseignement: deux lycées ouvriront leurs portes en Janvier" (Year Two of the Special Program at Saïda. Education: two lycées will open in January). El Moudjahid, December 21, 1974, p. 7.

A special development program, of which education is a large part, has been created for the sector of Wilaya. 88,500,000 dinars have been appropriated for the four-year educational program. Several schools have been created as well as adjacent housing for teachers and administrators. The financing will allow the creation of elementary schools, a technical secondary school, an adult training center, a teacher training center and several new sports centers.

M 38. "Le drame du C.P.R." (The drama of the C.P.R.). L'Opinion Culturelle, November 25, 1974, p. 6.

In this editorial the author points out that primary school problems in Morocco are nothing compared to problems on the secondary level. In order to combat these problems (especially that of the lack of teachers) the Ministry of National Education has proposed a

method of training teachers for the first years of secondary school, in a two-year training course at Regional Pedagogy Centers (C.P.R.). Added to the administration's technical problems, the poor program content, and disastrous equipment problems, the C.P.R.s constitute a serious threat to the quality of secondary education. The author calls for an entire reexamination of the problem and for a change in the CPR work methods and in the duration of their training programs.

T 39. Zghal, Hassine and Chadli Trafa: "Les leçons d'un examen: celui de l'entrée en première année de l'enseignement du second degré" (The lessons of an examination: that of the entrance to the first year of secondary education). Conjoncture B.I.E., no. 7, November 1974, pp. 39-50.

In June 1974 the National Institute of Statistics was given a mandate by the Ministry of Education to carry out the entrance examination to secondary school by computer. A preliminary survey was carried out in various schools to allow a statistical analysis of 6th grade students and their aptitude for the examination. This article presents preliminary conclusions while awaiting the final results.

Vocational Education

T 40. "M. Zghal tient une réunion avec les enseignants du gouvernorat de Tunis-Sud. Lier l'enfant à la terre et l'accoutumer au travail manuel" (Mr. Zghal holds a meeting with teachers of the governorate of Tunis-South. Link the child to the earth and accustom him to manual labor). La Presse, November 16, 1974, p. 4.

The goal of this meeting was to force teachers to participate in improving the educational system. Its themes concerned professional training and the problem of school canteens. Mr. Zghal, secretary of state to the Ministry of Education, asked his audience to think about the future of education in terms of experiments on the integration of vocational training into the school program. This system aims at making children aware of fundamental training notions. Mr. Zghal also spoke of the experiment in creating school counselors.

T 41. "Clôture des travaux de la session de la femme arabe au travail. Recommendations et résolution" (End of the session on the Arab women at work. Recommendations and resolutions). La Presse, December 20, 1974, p. 9.

The Committee recommends that girls be given every opportunity for a successful life, including the possibility of taking correspondance courses for women who cannot leave their homes.

The session calls for all Arab countries to exchange the results of their experiments and thoughts on the subject of women's emancipation and the development of training programs and professional orientation for women.

Higher Education

T 42. Smida, M: "Enseignement supérieur en Tunisie; structures, régimes, bourses" (Higher Education in Tunisia; structures, programs, scholarships). Tunis; S.T.D. (Société Tunisienne de Diffusion), 1974, 157 pages.

This book is an informative document concerning higher education in Tunisia. It attempts to draw a descriptive outline of the teaching programs available. It is not only a repertoire of higher education establishments, however, but provides the student with entrance requirements and study programs. It has eight chapters, including: the structure of higher education; higher education establishments attached to or separate from the university; scholarships, and statistical information.

T 43. "Conférence de presse de M. Driss Guiga: L'année universitaire sous le signe de l'évolution" (Press conference held by Driss Guiga: The university shows signs of evolution). La Presse, November 30, 1974, p. 1.

Several statistics were given by Driss Guiga in his press conference devoted to the university school year 1974-75.

The number of university students increased from 12,000 to 14,000, plus 2,300 in other universities and 4,200 abroad.

There are 10,000 scholarships. The higher education budget represents 18.5% of the entire National Education budget, although the number of students represents 1.3% of the total national student body.

The Minister stressed the difficulty in balancing the needs and demands of the students against the capacities of the country. The beginning of higher education decentralization was announced by the creation of Schools of Medicine at Sfax and Sousse.

M 44. "Réunion de la commission chargée de la révision des programmes de l'enseignement superieur originel" (Meeting of the commission charged with revising original programs of higher education). L'Opinion, December 7, 1974, p. 1.

On this occasion the Minister of Higher Education stressed the interest the government takes in higher education. New laws are planned to ameliorate the teacher's condition. Programs have been revised. Important allocations are included in the Four-Year Plan for new higher education schools at Fez, Tetouan and Marrakesh, with an opening planned for October 1976. A study for their school programs will soon be submitted to the Ministerial commission for higher education.

M 45. L'éditorial de notre confrère "Al Alam": "L'enseignement supérieur: nécessité d'une nouvelle philosophie" (The editorial of our collegue "Al Alam" Higher education: the need for a new philosophy). L'Opinion, October 11, 1974, p. 3.

This article concerns an editorial stressing the need to reform higher education in Morocco. The university is fifteen years old and during this period Morocco has been able to study its strengths and deficiencies.

The cries of students and teachers demanding a change in university philosophy, programs, administration, and structure, are not very encouraging. A new philosophy for the university would allow it to continue its task of improving the cultural and intellectual level of the country, and a new basis could be found in the scientifically oriented goals set forth by the 9th Congress of the Istiqlal Party.

N 46. "Notre université a besoin de professeurs nationaux" (Our university needs Moroccan teachers). L'Opinion, December 8, 1974, p. 5.

In this article the author criticizes higher education administrators who have continued the policy of recruiting foreign professors for the university. Foreign professors, he says, have the pedagogical problem of not understanding the heterogeneity of the Moroccan classes. At the present time, 18 years after independence, the university remains unadapted to national needs and inefficiently administered. The author calls for the creation of conditions favorable to the 8 million students (half of the total population) and stresses the need to train Moroccans to take over professorships as soon as possible.

T 47. "L'université, institution dépassée. Table Ronde" (The University, an out-dated institution. Round table meeting). Dialogue, no. 7, no. 8, October 1974. No. 9, no. 11, November 1974.

This series of articles concerns an important meeting held to define the problems and goals of the University. Participants included higher education professors, the dean of the School of Medicine, the directors of the National School of Engineers (ENIT), representatives of the Press Institute and ENSET, and members of the Institute of Educational Sciences. Debates were held during which each participant contributed the experience within his sector. The goal was to determine an overall policy which would serve as the basis of a new university model. Important points brought out were the need to relate teaching with the students' environment, the need to define the relationship between "production and consumption," and the need to review the role of foreign teachers.

M 48. "Communiqué de l'Union Générale des Etudiants du Maroc" (Bulletin from the General Union of Moroccan Students). L'Opinion, November 7, 1974, p. 1, 2.

This short bulletin announces a meeting between the U.G.E.M. and the Secretary-General of Higher Education at which the following problems were discussed: higher education scholarships, university life and student restaurants.

M 49. Memmes, A: "Enseignement supérieur. Le 3e cycle dans l'impasse... de la sélection" (Higher education. The 3rd cycle in the dead end... of selection). L'Opinion, December 14, 1974, p. 1.

Everyone agrees on the principle of "Moroccanization," says the author of this article, but each year discussions arise out of its application to the 3rd cycle in view of changing higher education to provide nationally valid cadres. The lack of planning and the confusion abounding make the problem that much more difficult to solve. Numerous problems lead the viewer to a pessimistic attitude towards the future of research at the university, and will at the very least result in another delay in Moroccanization in higher education.

T 50. Maroui, Slah: "L'Université, pourquoi faire? Le débat continue" (The University, what for? The debate continues). Dialogue, no. 11, 1974, pp. 6-7.

This article is a follow-up of a debate on the role of the university. The author's opinion is that although the situation at the university is good, there needs to be harmonization of education with the Tunisian environment and development in all spheres. In addition, the link between the university education and the labor market must be clearly defined. In developing countries, he notes, the profitability of a university education remains weak, although Tunisia is in the lead in remedying this situation.

T 51. "La vie universitaire selon la loi" (University life according to the law). La Presse, October 1, 1974, p. 8.

On the occasion of the beginning of the school year for university students, the author recalls the text of a 1973 law appearing in the Official Journal (No. 41) which defines the rights and duties of university administrators, teachers and students. This law has seven sections and 16 articles. The first article concerns the aim of higher education for students; the second, admission and orientation of students; the third, the attendance requirement; the fourth, university deontology; the fifth, student representation; the sixth, the right to hold meetings and freedom of expression; the seventh, disciplinary measures.

M 52. "Communiqué de l'UGEM. Grève à la Faculté de Droit: des solutions urgentes s'imposent" (Bulletin from the UGEM: Strike at the School of Law: urgent solutions ne ded). L'Opinion, December 9, 1974, p. 1.

This strike is the result of students protesting the lateness of their scholarship awards at the universities Mohamed V and Quaraouyine. The problems of higher education, already difficult, are worsened by this strike. The complaints concern not only material problems (scholarships, lack of university restaurants, transportation, study halls, a medico-social center) but the desire for a reform of the entire higher education system in Morocco.

M 53. "Ségrégation monstrueuse entre lauréats de la même branche" (Monstrous segregation between laureates of the same branch). L'Opinion, October 3, 1974, p. 5.

The author sharply criticizes the anomalies in higher education, where segregation exists between students of science and students of literature. The Orientation Council decides which field each student shall choose, yet science students are favored. This can be explained in terms of national priorities, but

the discrimination goes even further, so that a minority of students may be given preferential treatment over their colleagues in the same school. An example is given for the School of Letters, which allows graduates of Regional Pedagogy Centers who majored in history and geography to enter directly into the third year level, while their colleagues in language (Arabic/French) are refused this advantage.

M 54. Grover, Louis: "Maroc: le mouvement de contestation s'amplifie à l'Université" (Morocco: the protest movement at the university grows). Le Monde, December 16, 1974, p. 3.

This article concerns higher education in Morocco, where the situation is still agitated. For the last week there have been various incidents followed by strikes. The reasons differ according to the School, but they include: the autonomy of the University, the insufficiency of space and teachers, and student participation in management.

In the ranks of the opposition one hears of an educational crisis. A newsweekly claims that the educational organization is not adapted to the needs of Morocco's development and that solutions must be found to the lack of teachers and to their low salaries.

M 55. "Maroc. Grève des étudiants après les heurts avec la police" (Morocco. Student strike after clashes with the police). Le Monde, December 10-11, 1974.

This short article mentions a three-day strike which occurred at the University of Rabat to protest the brutality of police forces in dispersing a crowd of demonstrators.

The original demonstration and the strike were to demand the liberation of political prisoners and to call attention to other university demands.

T 56. "Assemblée Générale de la cellule de l'I.P.S.I. M. Mustapha Masmoudi: le choix d'être journaliste met à la charge de son auteur des obligations et des responsabilités" (General Assembly of the I.P.S.I. cell. Mustapha Masmoudi: the choice to be a journalist carries with it obligations and responsibilities). La Presse, December 12, 1974, p. 8.

The Secretary of State, Mustapha Masmoudi, spoke of the appurtenance of the Institute of Press to the university and underlined the responsibilities of young journalists whose task is similar to that of educators. After reading the moral and financial minutes, a debate was begun concerning the management of the Institute.

T 57. Haineau, G: "Les élèves ingénieurs de l'ENIT en 1974: origine géographique, antécédents scolaires, origine socio-culturelle" (Engineering students of ENIT, 1974: geographic origins, schooling background, socio-cultural origins). Tunis, Ecole Nationale d'Ingénieurs, November 1974, ref. 3400 - 14 pages.

This study presents the results of a survey carried out in May and June 1974 among 450 students of the Tunisian School of Engineers (ENIT). Statistical information in three areas is presented: geographic origin (divided into urban/rural and by province), schooling background and social and cultural origins (parents' profession and level of schooling). The low response to the questionnaire (53%) is a factor of the time chosen to distribute it - the end of the school year. The results show that students are mostly from urban areas and from wealthy coastal regions. More than half of the students have a Baccalaureate. The others are technicians in various fields. The social origin is correlated to the field of study. The cultural level of parents is quite low for the most part.

A 58. "Concours d'entrée à l'école supérieure des cadres" (Entrance examination to the Higher School of Management). El Moudjahid, October 1, 1974, p. 9.

This bulletin outlines the entrance requirements, examinations and admission documents necessary for candidates to the Higher School of Management created by Decree 7484 (September 13, 1974) to train high-level managers.

The length of studies is three years. Each year is divided into practical and theoretical studies in three main areas: government, economy and international relations. Studies are detailed and thorough: the coursework is supplemented by conferences, seminars, and training phases in the field. Students are proposed as trainee administrators immediately upon their admission.

T 59. Moktar, Khemili and Nourredine, Ouichni: "Le premier cycle de l'Institut Supérieur de Gestion fête son quatrième anniversaire" (The first cycle of the Higher Management Institute celebrates its fourth birthday). Dialogue, no. 15, December 16-22, 1974, p. 3.

Since its inception, the Higher Management Institute continues to grow and has an ever-increasing influence on the labor market. This is due to its modern training program, which combines theoretical classroom training with practical application through training sessions in various areas of administration and management. The graduate is immediately operational. The institute provides a rapid and thorough training by a professional teaching staff. Four areas of training are stressed: computer programing, marketing, personal management and accounting-finance. A new school has been created at Sfax.

T 60. "MM. Guiga et Mzali inaugurent la nouvelle faculté de médecine de Sfax" (Messrs. Guiga and Mzali inaugurate a new School of Medicine at Sfax). La Presse, October 31, 1974, p. 5.

The inauguration of the School of Medicine at Sfax was presided over by the Ministers of National Education and Public Health. For the dean of the new school this date is a landmark in Tunisian history. He called for the creation of other universities at Sfax to contribute to the spread of culture throughout the region.

T 61. "L'Assemblée Nationale étudie 23 projets de lois" (The General Assembly studies 23 proposed laws). La Presse, December 11, 1974, p. 6.

This article concerns 23 proposed laws, among which are the important decrees creating schools of medicine at Sfax and Sousse and establishing the medical programs for these schools. These laws have been ratified. A procedure for rapid admission to the School of Medicine is being studied to eliminate the wasteful preparatory year and avoid student protest.

A school of pharmacy will open next year and the creation of a school of surgery is planned.

T 62. Attiaca: "La faculté de Médecine de Sousse: une illustration éclatante de la politique de décentralisation de l'enseignement médical en Tunisie" (The School of Medicine at Sousse: a brilliant example of the decentralization policy in the medical education in Tunisia). La Presse, October 9, 1974, p. 6.

The new School of Medicine at Sousse is provisionally located in the School of Public Health building. The new School allows the decongestion of the Tunis school while dispensing a training which is adapted to the needs of the country. The choice of this location is due to several factors: Sousse is the capital of Central Tunisia, and has large hospital and school populations. Two conditions are necessary for the success of this school: transformation of the hospital of Sousse, and recruitment of teaching personnel. Preventive and social medicine will be a priority as well as medical economics.

T 63. "Un entretien avec le Dr. Souad Yacoubi, Doyenne de la Faculté de Médecine de Sousse. 'La Faculté, ce n'est pas un bel édifice mais des enseignants mobilisateurs durant 65 mois de cours'" (Interview with Dr. Souad Yacoubi, Dean of the School of Medicine at Sousse: "The School is not a beautiful building, but a group of teachers providing incentive during 65 months of coursework"). La Presse, November 5, 1974, p. 5.

This article concerns the School of Medicine at Sousse which has just celebrated the end of its first semester.

This School of Medicine is the only one to apply the principles of the educational reform this year. The dean is the first female Tunisian licensed in medicine. In her interview with 'La Presse', she spoke of the role of the School, the role of medicine, the characteristics of the educational reform, and the creation of a Hospital University Center at Sousse.

Medical students work 10 months out of 12, with the program divided into semesters. The entire program consists of ten semesters (five years) instead of seven. The student is actually studying during 65 months. Although the school buildings are not quite completed, courses have begun.

T 64. "Institut de Presse et des Sciences de l'information" (Institute of the Press and media sciences). ONOU Informations No. 8, October 1974, p. 5.

This article on journalism, published by the National Office of University Works, gives information concerning the goals of the university, student programs, entrance requirements, administrative organization and diplomas.

ADULT EDUCATION

T 65. "Séminaire de l'ATD sur la formation des Bibliothécaires, Documentalistes et Archivistes. 13, 14 et 17 September 1974 à Tunis" (ATD Seminar on the training of Librarians, Documentalists and Archivists. September 13, 14, and 17, 1974 at Tunis). Bulletin A.T.D., October-December 1974, pp. 4-10.

The Central Committee of the Tunisian Association of Librarians, Documentalists and Archivists held a seminar to examine the question of training in Tunisia. Having reviewed present training facilities for these specializations, and studied the needs of each of the three fields, which have developed rapidly in the last decade, the Committee put forth certain remarks and recommendations. A program for each field was proposed in conformity with the statutory requirements.

T 66. "Ecole Nationale du Service Social" (National School of Social Services). ONOU Informations, No. 8, October 1974.

This article summarizes the decrees of December 29, 1966 and October 10, 1974 concerning the creation and structure of the National School of Social services which trains social workers, assistants and supervisors. Admission requirements, school programs and examinations are outlined.

A 67. Dehbal, M.H.: "Deux nouveaux centres de formation professionnelle pour adultes ouvriront prochainement leurs portes" (Two new professional training centers for adults will soon open their doors). El Moudjahid, December 11, 1974, p. 6.

This article concerns two new adult training centers formed by the conversion of two sewing schools into centers for reading, writing and general tutoring. The Union of Wilaya UNFA of Algiers has undertaken this enterprise to increase their activities for the development of the female masses. The Union has already created eleven training centers with a capacity for 1,800 women.

The two new centers will train young girls for their CEP (Arabic) with the goal of allowing them to resume normal schooling from these.

The major handicap in the extension of these centers is the lack of funds and buildings.

A 68. "Création d'une université populaire à Blida" (Creation of a people's university at Blida). El Moudjahid, December 3, 1974, p. 11.

This university will open in December to begin training students for their Baccalaureate examination at the end of this school year. The university is based on the same principles as are the popular universities of Saïda, Tiaret, Algiers, Oran, and Constantine: that is, to help workers and young people who are unemployed to catch up on their schooling and present themselves at the Baccalaureate examination. Authorities hope to receive a government subsidy to aid in financing their programs.

A 69. "Saïda: Ouverture d'un centre féminin de 110 places" (Saïda: Opening of a women's center with 110 places). El Moudjahid, November 20, 1974, p. 6.

In terms of professional training for adults the situation in the Wilayas until last year was characterized by an enormous potential in youths offset by a lack of suitable training centers. In view of the low number of training centers, administrators launched a large training program, assisted by the Special Development grants for the Wilayas.

A training center for 800 students was created last year.

A center for the training of women was created at Saïda, and another center is in the planning stages for El Bayadh.

A 70. "Saïda: sortie de la deuxième promotion de techniciens de forêt" (Saïda: graduation of the second class of forestry technicians). El Moudjahid, December 15-16, 1974, p. 10.

This article concerns the graduation of 24 forestry technicians who successfully completed a one-year theoretical and practical training course. The training included different aspects of sylviculture. These technicians will play an important role in the development of forestry in the Wilayas.

T 71. "Ecole des Postes et des Télécommunications de Tunis" (Post and telecommunications School of Tunis). ONOU Information, no. 8, October 1974, pp. 1-22.

A new school has been created in Tunis by decree no. 74-30 (January 16, 1974) to train specialized personnel for the Ministry of Transportation and Communications. This article describes the school and its programs, as well as its organization, orientation, entrance requirements and student characteristics for each section: technical assistants of telecommunications, assistant engineers, controllers of various P.T.T. sections, telephone operators, salesmen, technicians etc.

T 72. "L'O.T.T.E.E.F.P. organise trois séminaires pour les responsables de formation dans les entreprises" (The O.T.T.E.E.F.P. organizes three seminars for company training directors). La Presse, November 21, 1974, p. 2.

The theme of these three seminars was the promotion of professional training in industry and private enterprise. Fifty companies participated in these seminars. One of the main questions discussed was the necessity for each company to have a training director who would act as liaison between the company and the OTTEEFP, and organize further training and other training courses.

The seminar program also included field trips to several vocational training centers and debate sessions.

T 73. "M. Ennaceur clôture le séminaire des responsables de la formation au sein des entreprises" (Mr. Ennaceur closes the seminar of directors of training in business). L'Action, November 2, 3, 1974, p. 2.

At this seminar the Minister of Social Affairs explained the goals which were the basis of training courses in business and defined their role and methods. He outlined the long-term prospects of professional training and the profit in answering each worker's need to better himself. The present market conditions are characterized by an abundance of youth with diplomas and no experience and by the proved instability of this youth in work conditions. Mr. Ennaceur indicated that the government was willing to assist private enterprise to set up training programs for workers already on the job.

SPECIAL EDUCATION

T 74. "C'est la rentrée, vive l'école!" (It's back to school, long live school!) La Presse, October 2, 1974, p. 4.

This article concerns the beginning of the 1974-75 school year, which affects one-fifth of the total population.

On this occasion Driss Guiga, Minister of Education, visited the "Wassila Bourguiba" School for the Blind in Tunis. Mr. Guiga was shown around the school and informed about its functioning. The blind school's training programs last 11 months and each graduating class has 70 students trained in different areas. The courses are free, as is the dormitory, and certain students receive scholarships.

Mr. Guiga also visited a primary school in Sidi Thabet where the director spoke to him of the educational experiment in teaching agricultural basics along with the regular school program. Manual labor in agriculture is part of the program.

TEACHER TRAINING

M 75. "L'Editorial de notre confrère 'Al Alam': L'Enseignement: une question d'éducation et d'éthique" (Editorial of our colleague "Al Alam:" Teaching: a question of education and ethics). L'Opinion, October 5, 1974, p. 3.

The art of teaching per se has become lax and confused as seen in the sleepy attitude of Morocco's Higher Council of Education, and the now non-existent pedagogic framework. This weakness has grave repercussions on the quality of education. The school has lost its pedagogical character and has become an arena of confusion, commotion and indulgence. The cause is also the lack of teacher orientation both in education and ethics, within the school program.

The author calls for the transformation of the educational concept to base it on modern philosophical foundations rid of colonial prejudice.

M 76. Chraibi, A: "Entretien avec un enseignant" (Meeting with a teacher). L'Opinion, October 16, 1974, p. 4.

This interview, on the occasion of the beginning of the school year, brought out the existing problems: the high enrollment rate, the lack of teachers, the specific problems in secondary schools (change of establishments and management), and working conditions and living conditions of teachers. Also discussed was the need to reform school programs to reflect national priorities in technical fields.

M 77. Memmes, A: "La nouvelle E.N.S. à l'image de l'ancienne" (The new E.N.S. in the image of the old one). L'Opinion, December 16, 1974, p. 1.

The author sharply criticizes the Ecole Normale Supérieure which although newly renovated, responds neither to the hopes of future teachers nor to the goal of training quality professionals.

Students come up against major obstacles in their attempts to cooperate with their administration and their professors to reach an agreement on more meaningful courses and teaching methods. The author calls for allowing the students practical experience rather than giving them rhetoric disguised as modern coursework. The new ENS, he concludes, is far from rectifying the faults of the old ENS.

A 78. Ouandjeli, H: "Une question qui mérite réponse: 129 enseignants dans l'impasse" (A question which deserves an answer: 129 teachers at a dead end). El Moudjahid, November 17, 18, 1974, p. 3; November 20, 1974, p. 3.

This article concerns 129 teachers who left their schools to attend a training course for elementary school teachers. Having passed the IPEM examination, they attended the first few weeks of courses before being expelled because they had not submitted an admission request via the proper administrative authorities. The problem, as usual, is one of bureaucratic red-tape and lack of communication, but the training course and the teachers' promotions hang in the balance.

The Ministry of Primary Education claimed that the teachers did not fulfill the requirements to present themselves for the I.T.E. and that they did not request permission beforehand.

A 79. "Béjaia: formation d'enseignants de C.F.P.A." (Béjaia: C.F.P.A. teacher training). El Moudjahid, November 21, 1974, p. 6.

In 1970, the State created a series of Training Centers for adults having the C.A.P. diploma, in order to provide them with the necessary qualifications to participate efficiently in Algeria's socialist development.

The CFPA in Béjaia is one of the best in the country due to its modern equipment and its adapted program. The training phase lasts 30 months, during which trainees follow technical courses and a 6-months phase of practical application. This allows students an adequate preparation to permit them to train others in different centers. During the training phase students receive a scholarship of 200 dinars.

A 80. "Après les augmentations de salaires des enseignants" (After the raise in teachers' salaries). El Moudjahid, November 6, 1974, p. 2.

The author praises the recent 30% raise in teachers' salaries, saying that this measure will not only help teachers' living conditions but abate the continuing educational crisis and help attract a large number of qualified young people to the teaching field.

T 81. Bulletin de Liaison et d'Information (Liaison and Information Bulletin). Institut des Sciences de l'Education. October-December 1974, no. 14, 27 pages.

This brochure studies the intrinsic problems of the Institute of Educational Sciences, including the reorganization of its structure and the new programs (applied psychopedagogy, child psychology, adolescent psychology, educational sociology). The brochure outlines the new courses with their programs and projects.

T 82. Institut National des Sciences de l'Education: "Bilan et perspectives des Unités de Recherche et d'Expériment de l'INSE", 1973-74. Tunis (National Institute of Educational Sciences: Summary and perspectives of Research Units and Experimentation at the INSE 1973-74 Institut National des Sciences de l'Education 1974, 82 pages.

This brochure examines the work and projects of each INSE study group in the various units concerned with primary, secondary or higher education, creative pedagogy, child psychology, reading, motivation, audiovisual techniques and facilities of the Documentation Center.

M 83. "L'enseignement traverse toujours sa crise" (The crisis in education continues). L'Opinion, November 5, 1974, p. 4.

A regional center of pedagogy has recently been created in Tangiers. Although the school year has already begun, this center has not yet opened due to lack of equipment. In addition the proposed teachers have only their Baccalaureate, which puts them on an educational par with their students. This confirms the idea that education in Morocco remains in a state of crisis.

TEACHING METHODS AND AIDS

A 84. Zerrouki, Mohamed: "Familiariser les professeurs avec la méthodologie audio-visuelle de l'enseignement" (Familiarize professors with audio-visual methodology in education). El Moudjahid. no. 141, November 22, 1974, p. 5.

At the invitation of the Ministry of Higher Education and Scientific Research, René Hotterbeex gave a series of conferences at the Universities of Oran, Constantine, and Algiers. These conferences were followed by an audiovisual training phase (November 5-20, 1974). Mr. Hotterbeex participated in the development of the Algerian program for the teaching of interpretation and translation. In this interview with 'El Moudjahid', he speaks of the conference's themes, the importance of the training phase, Arabization, and the improved methods of teaching.

A 85. Gourmat, M. and G. Cristea: "Une expérience enrichissante; le département audio-visuel de l'Université de Constantine" (An enriching experiment: the audiovisual department of the University of Constantine). El Moudjahid culturel, no. 144, December 14, 1974, pp.15-16.

This article concerns the pilot audio-visual program at the University of Constantine, which has accumulated enough equipment and experience to make the experiment worthwhile.

The author points out that in view of the importance of education, pedagogues are turning their attention to means and methods of teaching. Until now audiovisual methods were always auxiliary to the teacher, although studies have demonstrated an 83% visual retention rate as opposed to an 11% auditory retention rate. It is necessary to establish the correct balance between audition and vision, and introduce detailed and dynamic methods of non-verbal communication to education. Studies have shown that all means of communication are an extension of psychic or physical human capacities, and that communication techniques can improve the success of education, the profitability of its investment and the quality of learning.

T 86. "Institut National des Sciences de l'Education: Evaluation d'une expérience d'enseignement des mathématiques en deuxième année primaire" (National Institute of Educational Sciences: evaluation of an experiment of teaching mathematics at the second grade). 1973-1974. 26 pages.

This booklet concerns an educational experiment during which mathematics was taught to primary school children. The results were inconclusive due to the newness of the subject and the need to allow the child a period of adjustment to the subject and to the school environment. Nevertheless the experiment tested hypotheses concerning the influence of new methods of teaching on the acquisition of mathematical skills and on the classroom relationship.

Comparisons were made between two groups of students undergoing different methods of mathematics teaching. A fourth study compared three different groups.

The synthesis of the results indicates that the objectives of the experimental program were not met. Several reasons for this are proposed and a revision of the experimental program is set forth in this booklet.

T 87. "A quoi servent les examens?" enquête ménée par Hamedi Ben Hammed (What are examinations good for? an inquiry by Hamedi Ben Hammed). Dialogue, no. 8, 1974, pp. 22-23.

In this article the author has tried to pinpoint the veritable role of examinations for teachers and students. A reform of the school system, he says, must include a change in examination format.

T 88. "Au J.O.R.T.: Le statut particulier du personnel de l'Inspection Pédagogique du Ministère de la Jeunesse et des Sports" (At the J.O.R.T.: The particular status of the personnel of Pedagogical Inspection Teams of the Ministry of Youth and Sports). La Presse, November 16, 1974, p. 8.

A presidential decree concerning the particular status of the personnel of the Pedagogical Inspection teams of the Ministry of Youth and Sports was published in the Official Journal (Nov. 5-8, 1974). It establishes the statutory dispositions applicable to the following personnel: Youth and Sports Inspectors and Pedagogical Counselors.

AGRICULTURAL EDUCATION

T 89. "La formation agricole" (Agricultural training). La Presse, November 28, 1974, p. 2.

Tunisia is an essentially agricultural country. Agricultural training aims at developing children's minds and the bodies. Unfortunately certain parents dislike the idea of training in agriculture and mistakenly believe that the field has no future, and that only unintelligent students should be oriented towards it.

A 90. "I.T.A. de Mostaganem. Sortie de 400 nouveaux ingénieurs agronomes. M. Tayebi Larbi a préside hier la cérémonie" (I.T.A. of Mostaganem. Graduation of 400 new agronomists. Tayebi Larbi presided over the ceremony yesterday). El Moudjahid, November 12, 1974, p. 3.

This article concerns 400 graduating agronomists, 80% of whom are specialists of management economics, mechanics, forestry, animal health and husbandry, rotation of market and industrial crops, and 20% of whom have specialized in more difficult aspects of agronomy.

The director of the Institute of Agricultural Technology recalled its goals. In 1976 the Institute's staff will be entirely Algerian. The Minister of Agriculture spoke of the reasons behind the founding of the ITA and called for graduates to act as agents for the development of agricultural revolution.

A 91. "I.T.A. de Mostaganem: formation massive des cadres de l'agriculture" (I.T.A. of Mostaganem: mass training of agricultural technicians). El Moudjahid, October 26, 1974, p. 8.

The Institute of Agricultural Technology is the oldest institute of technology in Algeria. Its students carry out their four-year training both at the Institute and in the field and are awarded the title of "applied engineers." The number of graduates of the Institute shows its success in an era when other training centers are overwhelmed. Institute students are trained to apply the policies of agricultural development to actual cultivation, and their training is immediately operational.

T 92. "Présidant le congrès de la cellule de l'Institut National d'Agronomie, le Dr. Dhaoui Hannablia" (Presiding at a Congress of the National Institute of Agronomy, Dr. Dhaoui Hannablia). La Presse, December 20, 1974, p. 9.

At this congress a discussion between Dr. Dhaoui Hannablia and students of the National Institute of Agronomy allowed the airing of certain questions relative to the learning conditions at the Institute. The extension of the program by one year allows students to supplement their coursework by a year's practical application. Students were urged to realize their responsibilities regarding the modernization of agriculture and industrialization.

RELIGIOUS EDUCATION

A 93. "M. Mouloud Kassim inaugure l'Institut Islamique d'Akbou" (Mouloud Kassim inaugurates the Islamic Institute of Akbou). El Moudjahid, December 14, 26, 1974, p. 3.

The Minister of original education and religious affairs visited an Islamic institute for young girls on the occasion of its inauguration. The institute is a pilot project to answer the educational needs of young girls in the region. In his inaugural speech the minister underlined the importance of the institute and his hope that such establishments would serve to enrich the nation's culture.

A 94. "Ouverture d'un institut islamique à Touggourt" (Opening of an Islamic institute at Touggourt). El Moudjahid, November 13, 1974, p. 9.

The Ministry of Original Education and Religious Affairs has announced the opening of an Islamic institute at Touggourt based on those at Ouargla and Methili. The new institute will instruct 400 students between the ages of 14 and 16.

A 95. "Constantine: plus de mille élèves inscrits à l'Institut Islamique" (Constantine: over one thousand students enrolled in the Islamic Institute). El Moudjahid, October 5, 1974, p. 8.

The new Islamic Institute of Constantine was opened in 1972, at which time the old institute was reconverted into a girl's annex. The courses at the institute are similar to secondary school courses with the addition of the religious and philosophical studies characteristic of Islamic schools. Graduating students are eligible for the Baccalaureate and, beyond that, the university. The institute has pedagogic and scientific lecture halls and two laboratories with audiovisual equipment. Teachers are well-trained. Scholarships are available to students from other countries of Africa.

ARABIZATION AND BILINGUALISM - SCHOOL DROP-OUTS

II 96. "Plus qu'une simple volonté de réforme, l'arabisation est un choix politique" (More than a simple desire for reform, Arabization is a political choice). L'Opinion, October 7, 1974, p. 6.

The author recalls the latent problem of Arabization, claiming that as long as bilingualism continues the school system cannot be sane and productive. To teach a foreign language by holding the majority of classes in that tongue creates grave prejudice against future generations. The entire society, the entire system of values hangs in the balance. Arabization of education is essential to construct an authentic society in Morocco. Since the need is also to Arabize all other sectors of public life, the choice is not a simple educational reform, but a choice of principles for the entire country.

SPECIAL PROBLEM

T 97. "Vaste campagne auprès des jeunes défaillants de l'enseignement pour leur motivation à la formation professionnelle" (Vast campaign for young school failures to motivate them towards professional training). La Presse, October 3, 1974, p. 2.

The central and regional services of the Ministry of Social Affairs is attempting to inform school failures of the numerous possibilities in vocational training open to them.

In this optic a series of meetings was held in the province of Sousse. Speeches were made outlining the labor market and the national and regional training possibilities available. Details were given concerning the real employment needs of the Sousse area.

The establishments involved in youthful training fall into three categories: pre-training, direct training, adult training.

In addition to this action the OTTEEFP plans to send training center addresses by mail to school drop-outs, and descriptive brochures have already been printed.

T 98. Ben Hammed, Hamadi: Les défaillants de l'enseignement primaire et secondaire: comment les sauver? (Failures in primary and secondary schools: how to save them?) Dialogue, November 1974, no. 9, pp. 10-14. November 1974, no. 12, pp. 6-7.

The author says that although democratization of education is a powerful factor for economic and social growth, it has many inherent difficulties. There are close to 100,000 failures per year. A widespread reform of the educational system would diminish this figure, but for the present the only solution is vocational training, which is not sufficiently developed. There are on the average 80,000 primary school drop-outs and 20,000 secondary school drop-outs eligible for vocational training. Can the present number of training centers handle this heavy flow? This is the question attacked by the author, who provides statistics on training centers available for drop-outs in different sectors.

The debate continues in the second part of the article where a Department Chief to the Ministry of Youth and Sports adds his point of view on school drop-outs. (He adds to the previous figures an additional 12,000 drop-outs in higher education). He speaks of vocational training and of pedagogic orientation. He points out that the problem is not only a Tunisian one, but is world-wide.

T 99. "Les défaillants face à l'emploi" (Drop-outs face-to-face with labor). Conjoncture, no. 8, 1974, pp. 23-24.

The last three school years have been characterized by a high number of school drop-outs. The insertion of these youths into the labor market depends entirely on the type and level of their training. The number of drop-outs (age 15 and over) was 68,000 in 1971-72; 55,000 in 1972-73; and 38,000 in 1973-74.

These failures are due to both expulsion and abandonment. The drop-outs have no professional qualifications and their placement is difficult.

An improvement in the capacity of vocational training centers, better training programs and a change in hiring conditions would help the situation.

M 100. "Le contrepoids de l'enseignement" (Education's counterbalance). L'Opinion, October 9, 1974, p. 4.

This editorial points out a critical problem in education. Every year, says the author, thousands of seven-year-old children start school in Morocco. New teachers are recruited and new schools are built. But the counterbalance occurs when hundreds of primary and secondary school children are faced with expulsion or "end of studies" either because of repeated failure to graduate to the next class, or because they are too old. What becomes of these 15-and 16-year olds, already in the difficult adolescent phase? They often become delinquents, victims of the educational system.

The solutions are to be found in a radical reform of the school system to eliminate failures at examinations, painful repetition of classes, overcrowding, half-time students, and the linguistic duality.

LIST OF PERIODICAL SOURCES

L'Action - Tunis
Conjoncture B.I.E. - Tunis
Bulletin A.T.D. - Tunis
Bulletin de Liaison et Information - Tunis
Dialogue - Tunis
El Djeich - Algiers
El Moudjahid - Algiers
L'Opinion - Rabat
L'Opinion économique - Rabat
L'Opinion Culturelle - Rabat
ONOU Informations - Tunis
La Presse - Tunis
Revue de Presse - Algiers